

УДК 372.881.111.1

R. S. Bobesh

a Ph.D student of Karaganda Buketov University, Republic of Kazakhstan

**DIGITAL EDUCATIONAL TECHNOLOGIES IN THE FORMATION
OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE
OF FUTURE LAW ENFORCEMENT OFFICERS
OF THE REPUBLIC OF KAZAKHSTAN**

The article considers the issues of digitalization of the system of higher education in Military and Specialized Higher Education Institutions of the Republic of Kazakhstan. Having analyzed the modern conditions of foreign language training of future law enforcement officers and the didactic possibilities of implementation of existing digital educational smart tools and services in the educational process, the author comes to the conclusion that active use of digital educational technologies may lead to productive formation of foreign language communicative competence of both future law enforcement officers, and students of common universities.

With the signing of the Bologna Declaration, Kazakhstan, as a new member of the European Education Area, became involved in the process of globalization of the educational sphere and unification of educational standards, strengthening of the intercultural and interdisciplinary components of the educational process, rapid development of technologies and the formation of a single knowledge space. The problems considered in the National language policy presuppose the formation of a specialist's ability to navigate in the global professional space. One of the means to achieve this goal is intercultural communication, i.e. the interaction of representatives of different cultures.

According to the descriptors of the Common European Framework of References (*hereinafter CEFR*) and the viewpoint of some scientists, the purpose of the modern methodology of foreign language education is the formation and development of intercultural and communicative competence, which is a system of the following interrelated and complementary subcompetencies: linguistic, socio-linguistic, discourse strategic, socio-cultural, and social [1–3].

The expansion of the range of international cooperation of independent Kazakhstan and the globalization of such negative trends of recent periods as illegal migration, human and drug trafficking, terrorism, contributed to the awareness of the social and professional significance of the formation and development of foreign language communicative competence of future law enforcement officers, as well as the actualization of foreign language training in Military and Specialized Higher Education Institutions of the Republic of Kazakhstan [4].

Today socio-cultural and technological changes entail a shift of educational paradigms. This process determines both the reassessment of the basic vectors of educations, as well as the content, instrumental and technological support of the educational environment. The impact of technological progress and the expansion of the functionality of the digital space determine one of the priority directions of modernization of education, i.e. the change of the frames, the tool base, technologies and the quality of the content of the entire educational environment.

The coronavirus pandemic of 2020 showed the potential and prospects for the use of educational digital technologies: according to «Analysis of the current situation» of the Concept of Education Development of the Republic of Kazakhstan until 2025, when implementing distance learning during the pandemic, a number of countries approached the problem in accordance with the level of their digital and infrastructure readiness at the pre-pandemic period. To be precise, countries like France, Singapore, South Korea and others have used LMS platforms. China, for example, has successfully developed the DingTalk application in order to implement a remote learning format. Such programs for organizing the educational process and conducting synchronous online lessons as Zoom, Skype, Steam, Google Classroom have been widely used in all countries [5].

Modern technological solutions and the implementation of e-learning concept make it possible to keep learning by switching to a distant format, and provide the education in the XXI century with leading principle proclaimed by UNESCO — «education for all» and «lifelong learning» [5].

The centrality of the research topic is conditioned with the process of digitalization in the field of higher education of the Republic of Kazakhstan. This trend implies the adoption of a number of measures for the development and implementation of modern educational digital technologies; the creation of targeted and effective tools for the subjects of the educational environment.

The implementation of digital educational technologies makes it possible to achieve concrete educational objectives.

Firstly, there is technical support for the educational process at all stages, i. e. organization and planning stage, realization of teaching process, a diagnostic stage with monitoring and evaluation of academic achievements.

Secondly, students have constant on-guided support of their activity within the digital educational environment of the university.

Finally, digital educational content is delivered and broadcast in accordance with the schedule confirmed.

As a result, students become more media-literate and, as a consequence, more proficient in IT-sphere. In addition, due to the implementation of educational digital

technologies into the learning process, university graduates are able to cope with their professional tasks more effectively.

However, there is no definite answer how to form and develop future law enforcement officers' foreign language communicative competence by means of digital educational technologies.

Here we share our personal experience on implementation of educational digital technologies in the formation of foreign language communicative competence of future law enforcement officers.

The dominant influence on the quality of foreign language training in law enforcement institutions of the Republic of Kazakhstan is exerted by the managerial component of the external aspect of pedagogical conditions. When determining the pedagogical conditions of foreign language training of Military and Specialized Higher Education Institution students, one should take into account the following main factors: low «pre-university» level of foreign language learning; specific conditions of study and on-campus accommodation; «non-core» nature of English as a curriculum subject.

In order to improve the foreign language communicative competence of future law enforcement officers in EFL classes, the teachers carry out the following activities [6]:

1) compile dictionaries of legal terms and concepts (both paper and electronic ones), develop teaching aids, methodical work-outs to intensify the process of teaching English;

2) to encourage students to participate in various international events, teachers develop and publish phrasebooks, presented as small thematic-textual units full with special terms, and dedicated to assist them in solving professional tasks within the real foreign language communication context;

3) use active teaching methods such as brain storming, case study, role games, co-working, etc. to develop students' skills of critical thinking and independent search and procession of information;

4) engage students with scientific projects on the language functioning and development issues.

The need to implement digital educational technologies in the educational process of Military and Specialized Higher Education Institutions is due to the digitalization of Kazakhstani system education, involving the use of modern technologies and the creation of targeted and effective tools for the educational environment subjects: teaching staff, students and their parents. The use of educational digital technologies is not limited only with instrumental support of the educational process (Smart-board, multimedia projector, etc.), but is implemented in the existing online educational smart tools and services for building digital personal educational environments of the teacher and students. In addition, it should be noted that modern

Bachelor's and Master's degree educational programs involve an increase in the time allocated for extracurricular work. Consequently, the potential of educational digital tools and services increases, and this, in its turn, makes it possible to organize and provide a system of remote provision, on-guided support for students' learning activity, delivery and broadcast of digital educational content, creation of conditions for formation of competencies of the XXI century specialist.

The use of open educational digital technologies and resources (digital educational resources of British Council, Cambridge and Oxford University websites, digital educational platforms (e. g. Google Classroom, educational smart-tools Padlet, Nearpod, Quizzlet, WordWall, Canva, etc.; i-Cloud information storage platforms) has doubtless advantages, including:

- assistance to the teacher in preparing and conducting on-line and off-line classes of English as a foreign language;
- organization of independent work of students;
- the possibility of ensuring the variability of the language and speech material provided;
- implementation of a differentiated and student-oriented approach in the assessment of language skills and abilities;
- assistance to the teacher in organization and conduct of extracurricular educational activities;
- development of social competence of students, necessary for free communication with group-mates and native speakers;
- the digital educational tools and services encourage students to search for information independently, develop their analytical abilities;
- students develop their digital and media literacy;
- the possibility of joining a single digital foreign language education space;
- students' motivation level is constantly increased.

Thus, we see that the formation of a foreign language communicative competence can be effective if modern educational digital technologies are successfully implemented in the foreign language training process.

Our study is a logical complement to existing researches in the field of computational linguodidactics. It is aimed at sharing personal teaching experience in implementation of educational digital technologies, tools and services in the formation of future law enforcement officers' foreign language communicative competence. The methodical recommendations presented above can also be valuable for school and university teachers of English.

1. Common European Framework of Reference for Languages: Learning, Teaching, Assessment [Electronic resource] // Language Policy Unit. Strasbourg, 2005. URL: www.coe.int/lang-CEFR (date of access: 04.04.2022). [Перейти к источнику](#) [Вернуться к статье](#)
2. Кунанбаева С. С. Теория и практика современного иноязычного образования. Алматы, 2010. 344 с. [Вернуться к статье](#)
3. Van EK.A. Objectives for foreign language learning. Project № 12 / Learning & teaching modern languages for communication. Vol I Scope. Strasbourg, 1986. 65 p. [Вернуться к статье](#)
4. Bobesh R. S. The issues of postgraduate education in the Republic of Kazakhstan: the competitive approach in teaching foreign languages / Новое гуманитарное знание в ВСУЗах // Материалы междунар. науч.-практ. конф., посвящ. Программной статье Президента Респ. Казахстан Н. А. Назарбаева «Болашаққа бағдар: Рухани жаңғыру» и ежегодному Посланию Главы государства народу Казахстана «Новые возможности развития в условиях четвертой промышленной революции». Астана, 2018. С. 54–58. [Вернуться к статье](#)
5. Об утверждении концепции развития образования Республики Казахстан до 2025 года. URL: <https://legalacts.egov.kz/npa/view?id=12629438>. [Перейти к источнику](#) [Вернуться к статье](#)
6. Инновации и лидерство в иноязычном образовании : коллективная монография / А. Н. Калижанова [и др.]. Караганды : Болашак-Баспа, 2017. 152 с. [Вернуться к статье](#)

Р. С. Бобеш

Проблемы формирования иноязычной коммуникативной компетенции будущих сотрудников правоохранительных органов Республики Казахстан

В статье затрагиваются вопросы, связанные с цифровизацией системы высшего профессионального образования в подведомственных вузах Республики Казахстан. На основе анализа современных условий иноязычной подготовки обучающихся и дидактических возможностей применения, существующих цифровых образовательных смарт-инструментов и сервисов в учебно-воспитательном процессе автор приходит к выводу, что активное применение цифровых образовательных технологий является эффективным способом формирования иноязычной коммуникативной компетенции не только будущих сотрудников правоохранительных органов, но и студентов гражданских вузов.